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Implementation of Task-Based Language Teaching:

To what extent is communicative competence achieved?

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Abstract— This study was in attempt to recognize to what extent task-based language teaching (TBLT) effective to achieve learners' communicative competence (CC). CC is realized as a competence comprising two aspects, they are fluency and accuracy. Fluency is built up of three aspect of 'fluency', 'pronunciation', and 'comprehension', while accuracy comprises two aspect, they are 'grammar' and 'complexity'. Sixty two students of Tourism department from two classes were involved to be research participants whom were given pre-test, treatment, and post-test. The treatment was given for ten sessions using English for Tourism module designed with TBLT approach. Result of both tests were analyzed and compared to see how it was effective to the learners CC improvement. Results of discussion fostered that TBLT was effective for the improvement of learners, CC, especially that of fluency and one aspect of accuracy, i.e. 'complexity'. The further investigation should be undertaken to recognize why TBLT failed to improve learners' 'grammar'. In addition, it should be put in an attempt to see what technic should be affixed or developed to find a visible one for its solution.

Keywords: task-based language teaching, communicative competence, grammar, effective.

I. INTRODUCTION

The learning of language ends at the achievement of communicative competence (CC). CC has been used as an indicator based on which ones' English mastery is measured. In spite of its fame to language learners, language educators, and linguists, it still receives contradictive idea on what aspect it includes. Krashen [1] proposes four major aspect of CC, they are linguistics, sociolinguistics, discourse, and strategic competence. Canale and Swain [2] introduces three aspects of CC, such as grammatical, sociolinguistics, and strategic competence. A communication will be of much success if all the competence are fulfilled proportionally. A speaker of a language (e.g. English) is required to cope with the competence in order to perform appropriate utterance. Linguistic or grammar competence consisting of knowledge of language, lexical, semantic, as well as grammar plays an important role. Without fulfilment of rule, one's language production will sound awkward. Sociolinguistic competence which regulates the appropriateness in the application of a word and the way how aspects of language are used appropriately to make one's utterance polite also essential as language or speakers of the language have their own culture. The way how one should perform utterances in a communication (strategic competence) also an essential role to obey. This competence will determine whether or not one's utterance will become smooth and is able to avoid one of the communicative matters (e.g. communication breakdown) [3]. As Canale and Swain [2] stated, sociolnguistic competence is one of competences which also covers the so called pragmatic competence. Pragmatic competence is the ability to use language appropriately and effectively in a particular context [4], [5]. Pragmatic competence comprises two main aspects, pragmalinguistic and sociopragmatic competence [6]. The aspect of pragmalinguistics as the linguistic end of pragmatic is that which rules how grammar should be orderly utilized to make an utterance appropriate. Thus, the form of language has to be used functionally [7].